



## **Equity Statement for SR22-4, To Approve the District of Columbia’s State Accountability Plan**

Since August 2017, the D.C. State Board of Education has conducted considerable public engagement and research related to the current Statewide Accountability Plan, called the School Transparency and Reporting (STAR) Framework. Our engagement and research has found that the current accountability system too closely tracks the demographic makeup of the student body population rather than the teaching and learning that happens within schools. This is further noted in SR22-1, “*Recommendations Related to STAR Framework and DC School Report Card*” and SR20-11, “*On Improving the School Transparency and Reporting (STAR) Framework*”.

The Office of the State Superintendent of Education’s (OSSE) amended State Accountability Plan will increase equity for students in the following ways:

- Revising student group weights to increase the focus on historically marginalized students and reduce the association with student socioeconomic levels.
- Better aligning ACCESS test growth for English learners with data and research on language attainment.
- Expanding the high-school graduation rate calculations to include students who take five years to graduation.
- Tripling the weight on student *growth* in elementary and middle schools, adding a new student growth metric for high schools, and adding an attendance growth measurement for all schools.
- Aligning the “economically disadvantaged” student group definition across all grade levels.

The State Board believes that these changes will increase equity in the education system in the District of Columbia by creating a fairer accountability system in which the evaluation of school performance is less tied to the demographics of the student population, and more focused on growth and educational progress, maximizing resources, and ensuring a positive school environment for all students, families, and staff.

